



STATE OF WASHINGTON
DEPARTMENT OF COMMUNITY,
TRADE AND ECONOMIC DEVELOPMENT

2003 ECEAP Annual Report



Juli Wilkerson
Director

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A Message from Lynne Shanafelt Managing Director, Children Services Unit



AS I write this, I am aware that thousands of children in Washington State have gone to school hungry today. Other children are sitting in shock and confusion, their families battling homelessness or violence.

I am glad that my work makes it possible for almost 7,000 children every year to be in a safe, high quality, nourishing environment for several hours a week. I am also glad to be one of a group of Early Childhood Education and Assistance Program (ECEAP) staff, parents, and community members who are compelled — not by money or recognition, but by their hearts — to make a difference in the lives of children who come under their stewardship.

The demand for comprehensive services currently exceeds the available resources. There are over 1,600 three- to four-year-old children on waiting lists for ECEAP in the state. Children and families who don't receive early intervention services could cost taxpayers thousands of dollars more in special education services, tutorial time, criminal justice programs, and state supported community services. Children who grow up in tough environments *can* survive and thrive, but many end up as a burden to our human service systems.

Research shows that high quality preschool sets a foundation for success in school. We also know that an educated workforce is critical to the future economic security and stability of Washington State. Programs are hard pressed to meet this challenge when faced with increasing costs and flat funding for basic services.

In 2003, ECEAP experienced a biennial reduction of \$2.1 million. CTED staff work hard, along with our colleagues, to prepare children for kindergarten despite dwindling resources. However, funding reductions resulted in the loss of a number of projects designed to maintain the quality and capacity of program staff to deliver services.

Children today and in future generations deserve the best start in life that we can provide them. I am pleased to have a small part in helping this happen.

Best wishes,


Lynne

"My child you are an investment in the future, your eager mind I will thoughtfully nurture."

-Janet Chillingworth



Providing Comprehensive Services in Uncertain Economic Times

The Legislature established the Early Childhood Education and Assistance Program in 1985 as a community-based program that provides services through contracts with local providers. In Fiscal Year 2003, ECEAP operated through 35 local contractors — school districts, educational service districts, local governments, nonprofit organizations, community action programs, and community colleges — with over 260 program sites. ECEAP is a whole-child comprehensive family-focused preschool program for children and families in poverty. Because many factors affect a child's learning ability and development, ECEAP has four interactive components:

- Education
- Health, Safety and Nutrition
- Family Support
- Parent Involvement

In 2003, comprehensive school readiness services were provided to approximately 7,000 children and families in poverty.

Fiscal Year 2003 brought some challenges due to state general fund budget reductions. Of ECEAP's \$55.5 million budget for the 2001-03 Biennium, \$2.1 million was cut. In an attempt to minimize the impact on essential services, reductions were taken from key areas rather than implementing an across the-board-cut.

For FY 2003, these reductions had the following impacts:

- Staff did not want to see the comprehensive services to children and families diminished. As an alternative, \$498,238, or 29 percent, of the FY03 ECEAP program budget was cut. In order to accommodate these cuts three full-time staff positions were abolished. Funding was eliminated for the legislatively-mandated annual outcomes assessment, the ECEAP Director's meetings, staff training and conference attendance, and some contractor oversight activities.

Providing Comprehensive Services in Uncertain Economic Times (cont.)



- The Contractor Development and Training budget for FY 03 was reduced by \$424,633, or 72 percent. These funds were allocated for professional development and training for local ECEAP staff and parents. This reduction seriously impacted contractors' ability to pursue training mandated by the Washington Administrative Code.
- Funding needed for vendor rate increases was reduced by \$209,000. Flat funding and the reduced vendor rate increase have forced some programs to make hard choices for efficiency. Some contractors have had to reduce staff hours or family support services, eliminate staff positions, cut transportation, or shorten the length of the pre-school year.
- The Head Start State Match (HSSM) was eliminated — at \$470,000 for the Biennium. HSSM funding represented a portion of the required 20 percent non-federal match that local Head Start grantee programs must raise through cash or in-kind donations each year. This reduction lost an important connection between ECEAP and the Head Start programs.
- In FY 03, 365 child and family enrollment slots were further reduced, adding to a three year total reduction of 1,228 slots, nearly 20 percent of the 2001 enrollment level. Thirteen communities around the state are no longer served by ECEAP.

*While **85%** of a child's core brain structure is formed by age three, less than **4%** of public investments on education and development have occurred by that time.*

*On a per child basis, public investments in education and development are more than seven times greater during the school-aged years (**\$5,410 per child**) than during the early learning years (**\$740 per child**).*

(Early Learning Left Out Study)



Historical Funding Report

Fiscal Year	Total Ongoing Funding ¹	Ongoing Funding Increase	Annual CCDF Funding ²	Child & Family Enrollment Slots	Actual Children Served	Slot Turn-over Rate ³	Statewide Average Funds Per Slot ⁴	Statewide Average Funds Per Slot Increase
1987	\$2,700,000	n/a	n/a	1,000	1,008	1.01	\$2,700	n/a
1988	\$5,526,900	104.7%	n/a	2,047	2,123	1.04	\$2,700	0.0%
1989	\$6,243,350	13.0%	n/a	2,047	2,200	1.07	\$3,050	13.0%
1990	\$6,243,350	0.0%	n/a	2,047	3,581	1.75	\$3,050	0.0%
1991	\$15,802,800	153.1%	n/a	5,065	5,486	1.08	\$3,120	2.3%
1992	\$18,774,950	18.8%	n/a	5,650	5,968	1.06	\$3,323	6.5%
1993	\$21,373,716	13.8%	n/a	6,279	7,203	1.15	\$3,404	2.4%
1994	\$21,925,610	2.6%	n/a	6,082	7,399	1.22	\$3,605	5.9%
1995	\$21,925,610	0.0%	n/a	6,082	7,318	1.20	\$3,605	0.0%
1996	\$26,130,912	19.2%	\$1,500,000	7,032	7,450	1.06	\$3,716	3.1%
1997	\$26,130,912	0.0%	\$1,500,000	7,032	8,340	1.19	\$3,716	0.0%
1998	\$26,992,230	3.3%	\$4,600,000	6,870	7,949	1.16	\$3,929	5.7%
1999	\$28,801,964	6.7%	\$4,738,000	7,032	8,141	1.16	\$4,096	4.2%
2000	\$29,464,409	2.3%	\$4,830,000	7,032	8,101	1.15	\$4,190	2.3%
2001	\$30,053,699	2.0%	\$4,923,000	6,851	7,880	1.15	\$4,387	4.7%
2002	\$30,672,478	2.1%	\$5,026,383	6,169	7,313	1.19	\$4,972	13.3%
2003	\$30,649,364	-0.1%	\$5,141,990	5,804	6,918	1.19	\$5,281	6.2%
TOTAL	\$349,412,254		\$32,259,373	90,121	104,378		\$3,877	

¹ Total Ongoing Funding does not include any one-time funds granted during program year or statewide administration and projects. It is a measure of dollars passed through to contractors for yearly program expenditures.

² Child Care Development Fund dollars come through an interagency agreement with DSHS and are included in the Total Annual Funding figure. ECEAP began receiving CCDF funds in the 1997-1999 Biennium. In the 1995-1997 Biennium, ECEAP received federal Title IV dollars from DSHS.

³ A portion of the client population is quite mobile. Children enrolled at a particular site can change from month to month. As these children exit the program new children are enrolled from program waiting lists. Services provided to these additional children are paid by existing funds in the contractor's ECEAP budget. Increased costs (such as medical and dental screenings) are covered through cost-sharing arrangements and the use of locally acquired in-kind resources.

⁴ Statewide average funds per slot is calculated from total ongoing ECEAP funds provided to contractors, not including any one-time funds that may be included in total annual funding, divided by statewide number of funded child and family enrollment slots. ECEAP does not reimburse per child served, so the total actual number of children served due to turnover is handled within ongoing funds.

2003 ECEAP County Profiles



County Data				Estimated		Actual	
County	FY 2003 Funding	# of ECEAP Sites	FEL ¹	Est. 2003 3- and 4-yr olds	Est. 2003 3- and 4-yr olds at 110% of FPL ²	ECEAP 3-yr olds Served	ECEAP 4-yr olds Served
ADAMS	\$234,473	1	48	654	190	0	55
ASOTIN	\$475,508	3	72	546	150	32	51
BENTON	\$812,091	5	151	4,398	820	5	157
CHELAN	\$502,017	4	88	1,968	478	15	84
CLALLAM	\$218,027	1	32	1,310	344	13	27
CLARK	\$1,897,955	13	338	11,070	1,768	93	331
COLUMBIA	\$103,732	1	18	74	20	6	19
COWLITZ	\$567,129	1	86	2,622	626	40	62
DOUGLAS	\$441,628	3	71	996	242	27	55
FERRY	\$101,135	2	16	156	74	4	7
FRANKLIN	\$247,636	2	54	2,146	634	8	55
GARFIELD	\$33,021	1	5	48	18	2	4
GRANT	\$537,333	3	110	2,844	824	1	125
GRAYS HARBOR	\$553,725	11	113	1,664	488	16	133
ISLAND	\$445,130	3	78	1,884	288	15	87
JEFFERSON	\$129,454	2	19	438	134	7	16
KING	\$5,093,507	31	957	43,608	5,308	221	876
KITSAP	\$1,241,164	7	216	6,168	946	109	178
KITTITAS	\$89,916	1	18	722	164	2	25
Klickitat	No ECEAP			494	160	0	0
LEWIS	\$404,394	4	66	1,888	490	36	48
LINCOLN	\$60,681	2	17	226	58	2	14
MASON	\$217,875	4	36	1,102	300	9	28
OKANOGAN	\$246,543	1	49	1,040	442	10	47
PACIFIC	\$351,426	3	66	374	130	14	64
Pend Oreille	No ECEAP			258	110	1	0
PIERCE	\$5,358,274	34	1,112	20,384	3,570	172	1,148
SAN JUAN	\$127,516	4	22	204	54	18	10
SKAGIT	\$512,784	3	82	2,854	608	20	45
SKAMANIA	\$123,983	1	18	258	60	6	13
SNOHOMISH	\$2,983,301	38	634	17,554	2,148	147	668
SPOKANE	\$2,360,786	20	481	11,396	2,342	175	416
STEVENS	\$91,022	3	19	958	336	12	16
THURSTON	\$605,208	6	100	5,288	850	38	77
WAHKIAKUM	\$90,223	1	18	76	18	9	9
WALLA WALLA	\$304,793	1	62	1,416	336	19	51
WHATCOM	\$517,767	6	78	4,146	804	38	44
WHITMAN	\$429,783	6	70	820	150	22	54
YAKIMA	\$2,138,423	12	384	8,216	2,606	42	413
TOTAL	\$0	244	5,804	162,268	29,088	1,406	5,512

¹ FEL
Funded
Enrollment
Level

² FPL
Federal
Poverty
Level

Projections were prepared by the Department of Community, Trade and Economic Development, Children's Services Unit from the following sources:

- WA State County Growth Management Population Projections, January 2002, Office of Financial Management.
http://www.ofm.wa.gov/pop/gma/county_age.xls
- State Estimates for People Under Age 5 in Poverty for US: 2000, U.S. Census Bureau
http://www.census.gov/hhes/www/saife/stctv/e00_00.htm
- County Estimates for People Under Age 18 in Poverty for Washington: 2000, U.S. Census Bureau
http://www.census.gov/hhes/www/saife/stctv/d00_53.htm
- 2002 Washington State Population Survey, Office of Financial Management



ECEAP Quality Initiatives

In 2002-03, despite the funding challenge, ECEAP continued its focus on administrative and technological improvements, standardization, and compliance initiatives. During this time period, CTED staff:

- Instituted contract management policies and procedures resulting in full ECEAP enrollment statewide by correlating monthly reimbursements to ECEAP enrollment of 95 percent or greater.
- Redistributed ECEAP funding to rural and remote areas of Washington State to improve access to services for families in outlying regions.
- Assured that parents' perspective was integrated into program planning processes through coordination with the ECEAP Parent Advisory Group.
- Promoted free statewide trainings on oral health education for ECEAP children and families in coordination with the Washington Dental Services Foundation.
- Collaborated with the Department of Social and Health Services on ECEAP program compliance within childcare center settings.
- Disseminated DSHS videos to ECEAP contractors regarding state requirements for Child Protective Services referrals and notifications.
- Co-sponsored a conference on Hispanic/Latino cultural awareness with the Washington State University's Cooperative Extension.
- Explored access to care issues with a statewide oral health coalition that included the Washington Dental Service Foundation, local health jurisdictions, statewide pediatric dentists, the University of Washington, the Department of Health, and DSHS.
- Coordinated the ordering, fitting, and installation of nearly 1,200 free booster seats for ECEAP family vehicles throughout the state from the Ford Boost America Campaign.



The *Devereux Early Childhood Assessment Program (DECA), developed by the Devereux Foundation, is a strength-based assessment system promoting healthy social and emotional development in children between two to five years of age. Early childhood professionals and families support each child's growth through specific strategies. Each strategy aligns to three protective factors—attachment, initiative, and self-control—to reduce behavior concerns, while enhancing the overall quality of the early childhood program.*



At age three, children in poverty have less than half the vocabulary of upper income children, and just two-thirds the vocabulary of middle income children.

(Hart and Risley, 1995)

The DECA identifies each child's strengths, typical development, or behavior concerns. Compiling each child's DECA generates a classroom profile. The profile illustrates how each child's protective factor fares in context to his or her peers. Then, staff identifies strategies for activities, classroom environment, child-adult interactions, and family partnerships to address these factors. As an example of DECA's effectiveness, a 2003 study by Puget Sound Educational Service District 121 found ECEAP children significantly increasing in attachment, initiative, and self-control, with behavior concerns decreasing.

To date, 23 ECEAP contractors have received the DECA program training. Altogether, 114 program staff received basic training, with 62 participants recognized as mentors. Working with partners such as Snohomish United Way Success by Six Program, Washington State Resource & Referral Network, and others, CTED developed a state-certified trainer to provide ongoing training and technical assistance.

The DECA Program plays a significant role in ECEAP and highlights the firm belief that "...social emotional competence provides an essential foundation for interpersonal relationships, learning, and school success." (PSESD, 2003 Outcomes Summary.)



Outcomes Study Highlights

In 2003, James Bowman and Associates conducted an outcomes study for children and families in ECEAP. The Children's Services Unit completed preliminary work on two outcome areas in 2003. The areas selected for focus were the social-emotional development of ECEAP children and family health service utilization, both critical for early learning success.

Health Service Utilization

The ECEAP program places a high priority on health and nutrition as a key element for school readiness. The health service utilization study focused on child health insurance enrollment and immunization, yielding the following results:

- At the time of entry in ECEAP, 89 percent of children had insurance, and 94 percent were immunized or exempt (1%).
- Households using an array of family and social services (WorkFirst; Women, Infants, and Children; childcare subsidies; Work Experience; etc.) and with larger household size (three to five household members) were most likely to have child health insurance.
- When families used Work Experience programs and WIC services, the risk of incomplete immunizations was lowered. Conversely, households that accessed homeless emergency services had a high risk of children not being immunized.
- Rural and urban areas had relatively comparable immunization levels.
- Parental educational attainment was related to immunization levels; children with parents having some post-secondary education tend to be fully immunized.

Social-Emotional Development

Children's social-emotional development was analyzed using the Devereux Early Childhood Assessment Program, yielding the following results:

- Children with Individualized Education Plans had higher proportions of above-average behavioral concerns in post-tests than those without IEPs (40% vs. 12%).
- Older children (five-year-olds) were less likely to have above-average behavioral concern post-test scores compared to three- or four-year-old children (0% vs. 27% vs. 11%).
- Preliminary analysis points to the DECA Program's assumption that protective factors are associated with behavioral concerns. When protective factors are increased, behavioral concerns are reduced.

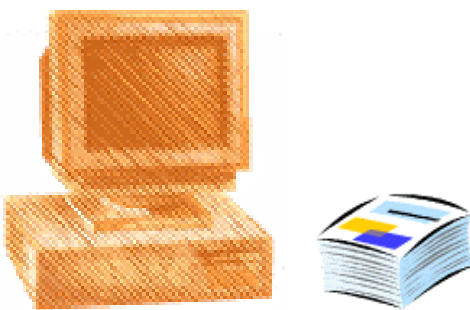


The ECEAP Management System (EMS) is a real-time database management software application that offers a complete, integrated contract management solution for ECEAP. The web-based, client-server system tracks the distribution of funds to statewide ECEAP contractors, and is an essential part of efficiently managing the business objectives and daily operations of the program.

EMS enables ECEAP to improve quality and productivity, while reducing technical risks and overall costs. Since much of contract management requirements have been automated, less time is spent doing routine, time-consuming tasks. ECEAP contractors throughout the state are able to enter data effortlessly into this database and easily retrieve information at the touch of a button any time the user requires.

The EMS facilitates contract management for both CSU and contractors in the following areas:

- Program specific service delivery information, such as child enrollment, monthly program activities, site information, and detailed child and family data are instantly available.
- Financial data, such as budgets, expenditures, and reimbursements to ECEAP contractors enable efficient contract management.
- Statistics and demographics guide decision making.



Users are able to prepare detailed reports, both at the contractor and statewide levels, based on the integrated data contained in the EMS.

In addition, users are able to prepare detailed reports, both at the contractor and statewide levels, based on the integrated data contained in the system.

The EMS benefits a variety of stakeholders, including, ECEAP contractors, CTED staff, local administrators and managers, national research organizations, other state agencies, and the Washington State Legislature. Through the efficiency of its automation, EMS allows staff to focus scarce resources on services that add value for children and families.



ECEAP Through a Family's Eyes

For children, the world is a magical place — magical in positive, engaging, wondrous ways, and sometimes magical in frightening and harmful ways. Learning occurs best in safe, healthy, and nurturing environments that account for children's individual needs and encourages both social and cognitive growth. ECEAP families, like families the world over, come in all shapes, colors, and sizes. Certain themes of respect, dignity, honesty, and partnership are consistently offered throughout the ECEAP experience. Where does the magic begin for a child and family? Let's open the door and peek inside.

Estimated percentage of eligible 4-year olds served by Head Start and ECEAP preschool programs in Washington State: **60%**

(Governor's Head Start-State Collaboration Office)

A family services worker warmly greets dad, who nervously shuffles his feet. Four-year-old Joey glowers impatiently, not meeting the family services worker's eyes. Joey has spent the last three days in an emergency shelter. He will sleep in the car tonight. Joey's dad drove to this city for a job that is now unavailable. They have no friends, family, or even acquaintances here. What can Joey's dad do? Joey



is four, and he will soon go to kindergarten. He doesn't know how to write his name, and he doesn't know how to play with other children. Dad is worn out. Mom is nowhere to be found.

Homemade playdough, cookie cutters, and a small rolling pin are on a low table. The family service worker sits at the low table, rolling some playdough between her hands while she chats with Joey's dad. Joey slowly drifts over to the table, claiming a

share of playdough. As he rolls the playdough, his tense body starts to soften. He hears the family service worker speaking with his dad. Her words and tone are different from what he usually hears between adults. Later on that evening, he hears his dad describe the family services worker as kind and respectful. His dad's voice is gentle at bedtime, almost playful, as they settle in to their sleeping bags. "This is just a short adventure, Joey. We'll have a new home soon," his dad says. "There's a job here for me, and a school for you."



Joey grips his dad's hand tightly as he enters a new room the next morning. The playdough lady is waiting inside the door to welcome them. Joey looks around the room with wide eyes. He sees shapes and objects for which he has no name. Joey hears a soft voice inviting him to a table set with child-sized plates and utensils. The teacher shows Joey how to use the water, soap, and paper towels before guiding Joey to his seat. "We are glad you can join us, Joey. This is your seat for meals and your very own placemat. See, here is your name. J-o-e-y. Joey!"



Joey's dad sighs in relief as Joey settles in. The family service worker waits patiently with Joey's dad, pointing out different areas in the classroom and what each one offers in the way of learning and skill-building. She asks Joey's dad for his ideas about activities that would most appeal to Joey. They talk about the local health care clinic and the importance of good health for learning.

The family service worker leads Joey's dad back to the parent room, offering him coffee and showing him where the breakfast cereal and milk is kept. "Job-hunting is easier on a full belly," she suggests with a twinkle in her eye. The room has the local newspaper, numerous flyers about community services, a telephone, a typewriter and paper, and a bathroom with a shower. Community volunteers work with family members on filling out applications and writing résumés.

Parents with access to reliable early childhood programs for their children are more likely to get and stay in jobs.

(Galinsky and Johnson, 1998; Galinsky and Bond, 1998)

Joey's dad wants to find a job and save money so he can rent an apartment. He knows that living in a car is not the ideal situation for Joey, but he also believes he has found a safe place for Joey to be during the day. The family service worker will support Joey and his dad to effectively utilize the services available to them and achieve their goals. For families that struggle with uncertainty and poverty, this can be exceptionally magical, and can make all the difference in the world – between thriving and merely surviving.



Parent Advisory Group Enhances Services

The 2002 and 2003 ECEAP Parent Advisory Group was instrumental in providing parent and family perspectives to ECEAP policy decisions. Each year, six parents and family members were selected to represent ECEAP from all geographic regions of Washington. Parents were also chosen to reflect ECEAP families statewide. Members selected represented mothers, fathers, stepparents, single parents, and families of Asian and Hispanic/Latino heritages. The parents represented ECEAP contractors from:

- Community Child Care Center of Pullman, Washington
- Chelan Douglas Child Services Association of Wenatchee, Washington
- Educational Opportunities for Children and Families of Vancouver, Washington
- Kennewick School District of Kennewick, Washington
- Lewis-Clark Early Childhood Program of Lewiston, Idaho
- Puget Sound ESD 121 of Burien, Washington
- Snohomish County Human Services of Everett, Washington
- Washington State Community College #17 of Spokane, Washington
- Opportunity Council of Bellingham, Washington.

Some of the issues affecting low-income families tackled by the group included access to health care, lack of pediatric dentists, rural and remote challenges, migrant worker families whose children are enrolled in ECEAP, housing and transportation, welfare reform, employment, and the impact of limited ECEAP funding on local ECEAP service delivery.

The ECEAP Parent Advisory Group presented an experiential opportunity for the state and for the participating parents to gain greater awareness of ECEAP policy and its impact on local service delivery and families. The ECEAP Parent Advisory Group proved to be an effective and mutually beneficial partnership that left a lasting imprint and legacy. Though the Parent Advisory Group was abolished in 2003, some of the parents are now members of the ECEAP Advisory Committee which includes representation from state agencies and educational organizations.

"There is only one thing more powerful than learning from experience, and that is not learning from experience."

— Archibald MacLeish



Views from Provider's Eyes:

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Low income children and children in poverty average 66% lower on achievement tests in kindergarten than upper income children

(Lee and Burkam, 2002)

It is recognized that high quality early care and education positively impact all children's success in school and the quality of their future. Research confirms the benefits are especially pronounced for children from disadvantaged backgrounds, many of whom have limited early learning opportunities.

Sources:

Preventing reading Difficulties in Young Children;

Neurons to Neighborhoods: Applying the Science of Early Childhood Development; and

Eager to Learn: Educating Preschoolers



Dwindling Resources Endanger Quality ECEAP Services

By Wendy C. Roedell, Ph.D., Assistant Superintendent
Puget Sound Educational Service District 121, Burien

Puget Sound ESD ECEAP programs serve 1,693 children and families throughout Pierce and King County (outside Seattle). We do this through a consortium of 21 subcontractors, including school districts, technical and community colleges, community agencies, Pierce County government, and the Puyallup Indian Nation. These agencies all contribute resources to ECEAP, and, in addition, look to other community groups to secure free or low-cost classroom space, administrative and fiscal supports, staff development, mental health consultation, and a wide variety of services for our ECEAP families. The result is a strong program, with demonstrated outcomes that include gains in children's language, literacy, math, and social skills. Families are also empowered by learning about new community resources, acquiring medical and dental care for their children, and increasing the time they spend reading with their children.

The good news is that ECEAP works. It is an extremely effective model for helping children gain the skills they need to be successful in kindergarten and helping their parents gain the skills they need to continue supporting their child's education. The bad news is that there are an estimated 922 unserved eligible four-year-olds in Pierce County, and 1,778 unserved eligible four-year-olds in King County. Waiting lists for our programs are long. Without additional funding, many children in our service area, and throughout the state, will not have this opportunity for early learning and will enter kindergarten already behind other more fortunate children. School reform in our state can only succeed if children's early learning is supported before they enter kindergarten.

There is bad news even for the children and families who are served by ECEAP. Next year will be ECEAP's third year of flat funding. In addition, we have lost the dollars we once had to support the costs of staff and family professional development. The costs of doing business have continued to rise, while funding has fallen. This is resulting in budgetary measures that will have a negative impact on ECEAP's quality. Already, many of our subcontractors have limited class days to two or three, instead of the usual four, because of the growing cost of providing transportation. Class hours are being cut to the very minimum allowed by program standards. Extra services, such as mental health counseling, support for medical and dental care, involvement of medical and mental health professionals in the program, interpreters, and bilingual classroom assistants are being reduced to a bare minimum. Staff hours are being cut, leaving less time for planning, individualization, and home visit work with families. There are no longer any funds to support staff who need to complete degree requirements to meet ECEAP standards, but whose low pay prevents them from attending school. Our ability to



provide ongoing professional development to enhance staff skills and integrate best practices into our program is severely limited.

ECEAP's positive results depend on our ability to provide intensive, individualized services to children and families. Unless additional dollars are provided, these services will continue to be watered down to the point where they are ineffective.

Bringing Two Worlds Together For Children

By Lorraine Olsen, ECEAP Director
Olympic Educational Service District 114, Bremerton

In a partnership between South Kitsap School District Special Education and Olympic ESD 114, preschoolers are getting the best of both worlds. In morning and afternoon sessions, children with disabilities learn alongside their typically developing preschool peers in the ECEAP blended program at Madrona Heights School.

This model not only provides children and families with a cadre of education, special education, and social and health services, but also maximizes resources and funding. Both Olympic ESD 114 and the school district contribute staff who team together, working with all children and sharing in the planning of curricula and classroom activities. Classroom space is provided by the school district, and Olympic ESD 114 ECEAP provides supplies, materials, and equipment.

This collaboration between South Kitsap School District and Olympic ESD 114 has been very positive. The blending of programs has allowed us to provide a program of full inclusion where, characteristically, there has not been such an opportunity in the public school system. The program has been a successful placement for children with varied disabilities from mild to severe. To any observer in the classroom, it would be difficult to identify which students are disabled and which are typically developing preschoolers. The blending of these preschoolers also helps us to successfully transition the children into a similar kindergarten situation where children with disabilities are educated along with their peers. The typically developing ECEAP preschoolers bring to kindergarten a heightened sensitivity to children with different abilities that can last a lifetime.



The success of this program is attributed to the shared philosophy that the collaboration practiced at the classroom level should be supported by and mirrored at the administration levels of both organizations. The special education director, school district early childhood education coordinator, Olympic ESD 114 ECEAP director, and coordinators routinely work together to review program design, promote policies and practices that support classroom collaboration, and provide joint administrative oversight of the blended program.

These efforts truly do bring the best of two worlds together for children.

Washington State Migrant Council Raises the Bar for Hispanic ECEAP Families

By Enrique Garza, ECEAP/Head Start Administrator
Washington State Migrant Council, Sunnyside

During the 2002-2003 program year, Washington State Migrant Council ECEAP has been responsive in providing parenting classes via the “Los Niños Bien Educados” Program. The classes require that parents attend sessions twice a week for six weeks. Designed to be taught in English or Spanish, this effective and stimulating program is committed to helping parents raise children that are “bien educados” – well behaved in a social and personal sense, as well as educated in an academic sense. Presented with a sensitivity and language that embraces all ethnic and social class backgrounds, Los Niños Bien Educados will continue to be included in WSMC’s parenting learning approach.

In addition, WSMC has also been instrumental in forming a partnership with Consumer Credit Counseling Service of Yakima Valley in offering several workshops and seminars that address specific financial problems or opportunities facing many families in our region. One such service has been the “Credit When Credit is Due” course, which is offered over a period of three weeks in both English and Spanish. After the six-hour, three-session classes, participants can graduate and get the full benefits of the program. Another valuable service provided via this partnership is the “First-Time Home Buying” course in English and Spanish. The five-hour course includes representatives from real estate, mortgage, home inspection, and other industries that offer in-depth information about purchasing a home.



Innovative Approaches at Enterprise for Progress in the Community

By Sharon Sumpter, Early Childhood Education Director
EPIC, Yakima

Preventative Dental Services: The Cavity Free Kids oral health curriculum was developed in partnership with the Washington State Dental Foundation and EPIC in 2000. Low-income children are much more likely to have cavities and poor dental health, and learning is adversely affected by poor nutrition, pain, and lack of sleep. This curriculum teaches children and parents the importance of brushing, flossing, invisible germs, dental exams, and good eating habits.

The results are compelling. Parents are more receptive to taking their children to the dentist, and children are more comfortable. The program has forged stronger collaborations with local dentists. One of our community dentists runs a dental mobile that visits our preschool sites, providing free exams throughout Central Washington. In 2003, Cavity Free Kids was extended statewide, so more preschool children are benefiting from improved dental health, based on sound early childhood education practices.

Bus Transportation Safety: In 2003, EPIC education staff developed Safety Sam, a curriculum for preschoolers who ride buses. Using the Safety Sam teddy bear, the curriculum shows children and parents the importance of bus-riding etiquette and traffic safety. Children learn to recognize traffic signals, safety signs, the purpose of crosswalks, and the importance of seatbelts.

The program was originally designed to meet the federal changes in preschool bus transportation, but it is relevant to childcare centers and other programs working with young children. Last year, the curriculum was distributed nationally to Head Start and other preschool agencies.

Working with Fathers: The high Hispanic population in Central Washington caused EPIC to reevaluate how it was involving fathers and male role models in its preschool programs. The result was a new fatherhood program, Cara y Corazon (Face and Heart), implemented in EPIC's centers in 2003. The fatherhood program helps men become more involved in their children's lives and understand the important role they play.

Because no one wants to see his child fail, fathers in the program were receptive to learning how they can positively influence their children's education and future. "We



emphasized that if they aren't involved with their children, who would be? Gangs? Drug dealers?" explains Leo Lopez, Family Support/Family Involvement Program Manager.

"A lot of times Western and Mexican cultures conflict on discipline, so we talked about corporal punishment and what is and isn't appropriate here," Lopez noted. Even the concept of "macho" came under scrutiny and provided an opportunity to explain that in early civilization, the word meant helping your partner in all endeavors. The response to the program is enthusiastic, since many fathers never had a nurturing role model.

This spring, two of the fathers presented their experiences at a national conference in Washington, D.C. Cara y Corazon has been incorporated into the parent involvement component of ECEAP services and operates at seven sites, serving 160 men each year.

Cathlamet Makes Safety First

By MaryAnn Nelson, ECEAP Coordinator and Teacher
St. James Family Center, Cathlamet

Sometimes it is perceived that a small town has fewer resources than a larger community. In Cathlamet, Washington, our ECEAP Parent Policy Council calls on the community to put on a Safety Jamboree for ECEAP and local families. Parent Policy Council members have invited representatives from Wahkiakum County Health and Human Services, Charlotte House (our domestic violence shelter), WSU Cooperative Extension, Wahkiakum Sheriff's Department, Washington State Hunter Education, Longview Coast Guard Auxiliary, Cowlitz/Wahkiakum Child Passenger Safety Team, and others to present a day of safety information for families. All representatives bring "freebies," our Injury Prevention Coalition provides free bicycle helmets, and the local Kiwanis Club provides food. People from other service organizations and students from our high school help with fingerprinting, helmet fitting, and anywhere there is a need. Last year, close to 200 people attended.



Partnerships Enhance Local Services

By Joe Varano, ECEAP Program Manager
Snohomish County Human Services Department, Everett

Snohomish County ECEAP has worked with local school districts and tribes to expand and enhance services to children and families. Two school districts, Arlington and Marysville, have used I-728 funds (\$96,000) to add ECEAP slots. In addition, Tulalip Tribes has contributed \$200,000 to provide more hours of service for ECEAP students.

Snohomish County ECEAP has developed a Family Action Committee—a parent/staff partnership with the core value of cultivating the ongoing education and empowerment of individuals in the group, while providing community education and advocacy training. FAC members develop and strengthen their own leadership and advocacy skills while working to encourage and inspire others at the local site level to do the same. The committee partners with the Snohomish County Children’s Commission and other local groups to advocate for services for children and families.

Snohomish County ECEAP partnered with the Arts Council of Snohomish County and the Denney Juvenile Justice Center on an exciting literacy project. Arts classes at Denney created a children’s book, which was distributed to ECEAP students as part of our family literacy curriculum. Other collaborators in this project include the Health and Safety Network and several local foundations.

Snohomish County ECEAP partners with local training institutions to enhance the health and nutrition services for ECEAP children. Nursing students from Everett Community College provide vision and hearing screenings for ECEAP children. In addition, nursing students from the University of Washington have completed student projects, such as a guide to understanding immunizations and physical activities for children and families. Bastyr University students have also done nutrition projects at our sites.



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Children who participate in high quality preschool and early childhood education are more likely to:

- Graduate from high school
- Continue on to college
- Stay out of jail
- Avoid teenage pregnancy
- Get jobs as teenagers and young adults
- Be at grade level in achievement
- Stay off welfare

(Education Commission of the States, 1996. ABCs of Investing in Student Performance)

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